The impact of TNE on multinational universities

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Introduction

- Transnational activity is a critical part of a university’s strategic plans and has a transformative impact on the culture/ ecosystem of the organisation (both positive and negative)
- There are many contested spaces in this change process
- A major focus of our discussion is the impact of different types of TNE on the university’s goals and development as a ‘multinational’ organisation

- Observations and examples
Transnational options for Australian universities

**Strategic options**
- Engagement
  - Consolidation
  - Growth
  - Non-engagement
- Disengagement

**Types of transnational initiatives**
- Articulation
- Licensing
- Fly in/Fly out
- Branch Campus

**Types of global presence**

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<tr>
<td>Various types of articulation arrangements between institutions/providers in different countries permit students to gain credit for courses/programmes offered/delivered by collaborating institutions/providers.</td>
<td>An arrangement whereby an institution/provider in the source country A authorises a provider in another country B to deliver their course/programme/service in country B or other countries.</td>
<td>Programs in which the provider institutions are actively visiting (and are required to visit) the offshore host institution in which the students are studying.</td>
<td>Provider in country A establishes a satellite campus in country B to deliver courses and programmes to students in country B...The qualification awarded is from provider in country A</td>
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* Quotes from Knight (2005). ** Based on Verbik & Merkley (2006)
Measuring impact: SILC

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<tr>
<th>A. Strategy (Planning, Policy and Quality Assurance)</th>
<th>B. Intellectual Capital (Education and Research)</th>
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<td>To improve global position and reputation with heightened strategic/business aspirations</td>
<td>To increase internationalisation of the institution’s intellectual capital</td>
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<th>C. Logistics (Management and Administration)</th>
<th>D. Client Experience (Students and Partners)</th>
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<td>To build administrative and managerial capacity and efficiencies</td>
<td>To improve levels of customer service to students, alumni, partners and stakeholders</td>
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Measuring impact: Branch Campus

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Revenue
- Over 5000 enrolments

Reputation
- Global positioning is the strategic focus
- Business/governance model and level of control is fundamental
- Potentially high impact on institutional identify

Risk
- High level of risk

- Transnational/multinational leadership challenges*
- Internationalised curriculum
- Research possibilities long term
- Transformation of teaching practice and curriculum across cultures
- Global students and alumni

Measuring impact: Branch Campus

**C. Logistics**
To build administrative and managerial capacity and efficiencies

- Senior managers given transnational responsibilities as part of the institution’s core business
- New organisational arrangements and positions
- Multinational skilling across management and administration*

**D. Client Experience**
To improve customer service to students, alumni, partners and stakeholders

- Increased responsibilities for offshore academic and service support
- Complex student experience planning across cultures and locations
- More control of data and information re student and partner required
- Heightened level of service to partners in strategic alliances

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**Articulation**

**Example: Collaborative Articulation Programs (CAP)**

- A mutual credit arrangement - students are awarded two qualifications
- Teaching visits in each semester
- Collaborative Development Fund supports PD activities, teaching visits, etc
- Third party in-country support – English program. Logistics + management
- Annual Joint Management Committee (JMC)

**CAP example:**

![Two years of Partner Degree Program](image1)
![Two years of Swinburne Degree Program](image2)
![Graduation with TWO degree qualifications](image3)

*Note: Length of time at each institution can vary from the example provided.*
Measuring impact: Articulation

A. Strategy
To improve global position and reputation with heightened strategic/business aspirations

Revenue
- CAPs as ‘pathway’ + plus engagement
- Diversify recruitment in priority markets
- ‘Localised’ Faculty/Program planning

Reputation
- Partner dependent

Risk
- Low investment
- Third party ‘relationship’ dependent

B. Intellectual Capital
To increase internationalisation of the institution’s intellectual capital

Course development
- Two week teaching visit by staff each semester – Curriculum, Australian teaching, cultural awareness
- English language embedded in offshore program

Expand academic networks
- Faculty-to-Faculty interaction via teaching visits and Collaborative Development Fund of joint symposium’s and staff exchange/development

C. Logistics
To build administrative and managerial capacity and efficiencies

Management capacity
- Annual Joint Management Committee (JMC) meetings involving international and Faculty staff
- Independent course operations
- Third party as managing partnership

Efficient processes
- Limited administrative engagement
- Independent student administration
- Third party as administrator

D. Client Experience
To improve customer service to students, alumni, partners and stakeholders

- Two degree awards on completion
- English embedded
- Cultural understanding and institution knowledge via exchange/forum
- JMC to support student needs planning
- Cohort planning integrated into mainstream international student support
- Collaborative Development Fund of joint symposium’s engage partner stakeholders, scholarships for students
### Overall impact of transnational

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<td>• Third party led, program-to-program engagement, diversifies recruitment</td>
<td>• Strategic leadership, alliances and planning with a multinational focus</td>
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<td>and impacts the Faculty/program area</td>
<td>• Institutional identity as a global university</td>
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<td>• Institutional identity as foreign partner</td>
<td>• Staff academic, management and administration expertise across borders</td>
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<td>• Fly in/fly out academic support</td>
<td>• Organisational arrangements cater for global role</td>
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<tr>
<td>• Third party as partnership manager, cross border expert and infrastructure</td>
<td>• Student experience more globalised, more customer focused</td>
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<tr>
<td>support</td>
<td></td>
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<td>• University operations and processes largely unchanged</td>
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<td>• Student transition experience enhanced</td>
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#### Low Impact

#### High Impact

### Impact of TNE models

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What is “strategic”? 

Three strategic levels for international partnerships:

- **Level One** – Those that are strategic from a whole-of-institution perspective and which aim to involve a wide range of faculties and departments in collaborative teaching and research. These tend to be selected and promoted by top management.
- **Level Two** – Those which are initiated at faculty or departmental level.
- **Level Three** – Those which are essentially one-to-one arrangements between individual academic staff or researchers.”*


References